



Resources for School Facilities Planning

CALIFORNIA DEPARTMENT OF EDUCATION
School Facilities Planning Division

School Site Selection and Approval Guide

Prepared by

**School Facilities Planning Division
California Department of Education**



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Prepared for publication
by CSEA members.

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Preface

The California Department of Education's authority for approving proposed sites for schools is contained in *Education Code* Section 17251. The Department's approval is a condition for school districts to receive state funds for the acquisition of sites under the state's School Facilities Program administered by the State Allocation Board. The Department has established standards and regulations that are included in the *California Code of Regulations, Title 5*, sections 14010, 14011, and 14012.

Site size recommendations were changed in 2000 to reflect significant changes in education, such as the lowering of class size in kindergarten through grade three; implementation of the (federal) Education Amendments of 1972, Title IX; parental and community involvement; and use of advanced technology. The expanded use of buildings and grounds for community use and agency joint use and concern for the safety of the students and staff have driven the update of this publication. This guide embodies current standards for educational program and safety.

School districts have expressed appreciation for this guide as they carry out their responsibility to provide adequate land and facilities for their children and communities.

SUSAN LANGE
Deputy Superintendent
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Introduction

Selecting the most appropriate site for a school is an important consideration for a school district and the school community. The location, size, and shape of a school site can materially affect the educational program and opportunities for students. Because program needs differ, school districts must carefully develop selection criteria with the requirements of the local school program in mind. The selection must be based not only on current needs but also on projected needs. It is not a simple task. The primary purpose of this guide is to help school districts make the wisest selection possible.

Purpose

This document has been designed to help school districts (1) select school sites that provide both a safe and a supportive environment for the instructional program and the learning process; and (2) gain state approval for the selected sites. To help in the selection process, the guide includes a set of selection criteria that have proven helpful to site selection teams. The guide also contains information about safety factors that should be considered when evaluating potential school sites and about the procedures school districts must follow to gain approval from the California Department of Education, School Facilities Planning Division, for new sites and for additions of land areas to existing sites.

Role of the California Department of Education

Education Code Section 17251 and the *California Code of Regulations (CCR)*, *Title 5*, sections 14001 through 14012, outline the powers and duties of the Department regarding school sites and the construction of school buildings. Districts seeking state funding must comply with the *Education Code* and *Title 5* sections cited above. Site approval from the Department of Education must be granted before the State Allocation Board will apportion funds. Districts utilizing local funds are encouraged to seek the Department's approval for the benefits that such outside, objective reviews provide to the school district and the community.



Selecting the Proper Site

Determining Who Will Select the Site

When a school district decides to select a new school site, two basic questions must be addressed: (1) Who will be responsible for the school site selection process? (2) What criteria will be considered in selecting the site? This guide contains information school districts can use to answer those questions.

A key decision the school district must make is whether the site will be selected by district staff or through a selection team process. The School Facilities Planning Division (SFPD) suggests that a selection team recommend a site or sites to the local board of education. Consequently, comments in this guide are directed to team members but are equally applicable to district staff. If the school district establishes a site selection team, the team should include community members, teachers, administrators, public officials, and the architect selected by the school district to design the project. The community members should include people with and without children in the district. A consultant from the California Department of Education (CDE) is available to advise the district on the formation of the team. Some school districts include a school board member as a part of the team. By following this selection process, the committee may become somewhat large but should produce a better school site as a result. Once the composition of the selection team is determined, one of its first tasks will be to establish site selection criteria.

Developing Site Selection Criteria

School site selection is affected by many factors, including health and safety, location, size, and cost. Those persons responsible for the school site selection will have to evaluate both the present characteristics and the possible future characteristics of a site and its surrounding property. Because the site selection team often is unable to locate a site that meets all the criteria agreed on, it should set priorities and be prepared to make

certain compromises. In addition, the team must weigh those site characteristics that may adversely affect the choice. Careful assessment takes time, but the importance of each decision justifies the attention. A public comment period should be incorporated into the process in order to receive information and support from the broader community for both the primary alternatives and the recommended site or sites.

Screening and Ranking Procedures

To help focus and manage the site selection process, SFPD has developed screening and ranking procedures based on the following criteria, listed in general order of importance, commonly affecting school site selection:

1. Safety
2. Location
3. Environment
4. Soils
5. Topography
6. Size and Shape
7. Accessibility
8. Public Services
9. Utilities
10. Cost
11. Availability
12. Public Acceptance

An explanation of these criteria is included in Appendix A, "Site Selection Process." Appendix A also contains three work sheets based on a screening and ranking procedure developed by SFPD.

The first work sheet, "Site Selection Criteria," outlines the 12 major criteria listed above, with several secondary criteria listed as subtopics. The secondary criteria have been designed to help the selection team define more clearly the factors that must be considered and understand better the types of data needed in the selection and acquisition of the school site. After considering both the primary and secondary criteria, the site selection team should be able to rank the sites in order of acceptability by completing the next two work sheets, "Site Selection Evaluation" and "Comparative Evaluation of Candidate Sites."

Although the criteria contained in "Site Selection Criteria" are not the only ones a site selection team should consider, the team might find those criteria useful when explaining to school boards and other interested entities how the selection process was accomplished. School districts purchasing the site with state funds will find the criteria helpful when screening available sites and in identifying at least three acceptable

sites. Districts not applying for state funds are not required by *Education Code* Section 17251 to review a specific number of sites. However, the California Environmental Quality Act requires that “alternative” sites be reviewed in the Environmental Impact Report (EIR). Prudence suggests that identifying alternative sites is a desirable procedure, and SFPD recommends it.

Recommended Resources

School administrators, members of school boards, site selection teams, and other persons involved in facilities planning may find the following documents useful:

School Site Analysis and Development, Resources for School Facilities Planning. Available from the California Department of Education, School Facilities Planning Division, 660 J Street, Suite 350, Sacramento, CA 95814-2413.

The Guide for Planning Educational Facilities (1995). Available from the Council of Education Facility Planners International, 9180 E. Desert Cove Drive, Suite 104, Scottsdale, AZ 85260.

School Site Analysis and Development includes information the school site selection team can use to evaluate a potential site and determine whether it meets the needs of the particular school. The site standards in the book are based on historical school facilities funding programs. School planners should modify the requirements to fit current local educational program requirements.

The Department of Education also recommends that the team base its selection on the school district’s facility master plan that reflects the district’s demographics, potential growth rates, and capacities at existing school sites. In addition, many cities and counties have designated future school sites on general plan land use maps that the team should review.

Impacted Sites

The Department’s recommendations for site size can be found in the publication *School Site Analysis and Development*. A ratio of 1:2 between buildings and developed grounds is incorporated in all tables. Unfortunately, in a number of cases, primarily in urban settings, sites must be smaller than the acreage that appears in the charts. Although open space on a school campus is desirable for athletic fields, free play, parking, emergency access, foot traffic circulation, supervision, and aesthetics, the district often cannot feasibly acquire enough land. Using eminent domain to condemn property is possible; however, displacing families to gain land for a school is a difficult decision for many school districts to make. In such cases SFPD may approve an amount of acreage less than the recommended site size. Policies related to urban impacted areas are being developed. All other site selection procedures outlined in this book should be followed for these sites.

Evaluating Safety Factors

Careful planning on undersized sites must take place in order to provide the children at that school an appropriate educational program. Educational specifications must be examined carefully to ensure that all aspects of the program can take place within the bounds of a smaller site. The school district may consider building multilevel complexes with underground parking to maximize the useable acreage on the site. Off-site issues, such as traffic congestion, should also be addressed in the planning process.

Safety is the first consideration in the selection of school sites. Certain health and safety requirements are governed by state regulations and the policies of SFPD. In selecting a school site, the selection team should consider the following factors: (1) proximity to airports; (2) proximity to high-voltage power transmission lines; (3) presence of toxic and hazardous substances; (4) hazardous air emissions and facilities within a quarter mile; (5) other health hazards; (6) proximity to railroads; (7) proximity to high-pressure natural gas lines, gasoline lines, pressurized sewer lines, or high-pressure water pipelines; (8) proximity to propane tanks; (9) noise; (10) proximity to major roadways; (11) results of geological studies and soils analyses; (12) condition of traffic and school bus safety; (13) safe routes to school; and (14) safety issues for joint-use projects.

Proximity to Airports

The responsibilities of the school district, CDE, and the Department of Transportation (DOT), Aeronautics Program, Office of Airports, concerning the school site's proximity to runways are contained in *Education Code* Section 17215 (as amended by AB 747, Chapter 837, Statutes of 1999). (See *CCR, Title 5, Section 14011[k]*.)

As part of the site selection prescreening process, the school district should determine the proximity of the site to runways. Both CDE and DOT have maps identifying airport locations. If the site is within two miles of an existing airport runway, or a potential runway included in an airport master plan, measured by direct air line from that part of the runway nearest to the school site, the following procedures must be followed before the site can be approved:

1. The governing board of the school district, including any district governed by a city board of education, shall give SFPD written notice of the proposed acquisition and shall submit any information required by the department. SFPD will notify the DOT Aeronautics Program, Office of Airports.
2. The Division of Aeronautics shall investigate the proposed site and, within 30 working days after receipt of the notice, shall submit to the local governing board a written report and its recommendations concerning acquisition of the site. As part of the

investigation, the Aeronautics Program shall give notice to the owner and operator of the airport, who shall be granted the opportunity to comment upon the proposed school site.

3. The governing board of the school district shall not acquire title to the property until the report of the DOT Aeronautics Program has been received. If the report favors the acquisition of the property for a school site or an addition to a present school site, the governing board shall hold a public hearing on the matter prior to acquiring the site.
4. If the report does not favor the acquisition of the property for a school site or an addition to a present school site, the governing board may not acquire title to the property. If the report does not favor acquisition of a proposed site, no state funds or local funds shall be apportioned or expended for the acquisition of that site, construction of any school building on that site, or the expansion of any existing site to include that site.
5. The requirements noted above do not apply to sites acquired before January 1, 1966, or to any additions or extensions to those sites.

Proximity to High-Voltage Power Transmission Lines

Electric power transmission lines maintained by power companies may or may not be hazardous to human health. Research continues on the effects of electromagnetic fields (EMF) on human beings. However, school districts should be cautious about the health and safety aspects relating to overhead transmission lines. School districts should take a conservative approach when reviewing sites situated near easements for power transmission lines.

In consultation with the State Department of Health Services (DHS) and electric power companies, SFPD has established the following limits for locating any part of a school site property line near the edge of easements for high-voltage power transmission lines:

1. 100 feet from the edge of an easement for a 50-133 kV line
2. 150 feet from the edge of an easement for a 220-230 kV line
3. 350 feet from the edge of an easement for a 500-550 kV line

These figures represent kV strengths of transmission lines used by utility companies in January 1993. Utility companies report that strengths for *distribution* lines are below 50 kV.

DHS is completing a multiyear study of EMFs in schools. Results of the study are expected to be published at the end of 2000. The limits noted above for locating school sites near EMF-producing lines may be amended based on the findings of the study.

When evaluating a potential site situated near a power line easement, the site selection team should ask the following questions:

1. Is it necessary for the school district to acquire a site near the easement?
2. Are other options available?
3. Has the school district contacted and discussed with the utility company any plans to (a) increase the voltage of the transmission lines; or (b) build other towers on the easement?
4. Is the line a transmission or distribution line?

Each site will be evaluated according to its own potential hazards by the CDE consultant. (See *CCR, Title 5*, Section 14010[c].)

Presence of Toxic and Hazardous Substances

The presence of potentially toxic or hazardous substances on, or in the vicinity of, a prospective school site is another concern relating to the safety of students, staff, and the public. Those responsible for site evaluation should give special consideration to the following hazards:

1. Landfill areas on or adjacent to the site
2. Proximity of the site to current or former dump areas, chemical plants, oil fields, refineries, fuel storage facilities, nuclear generating plants, abandoned farms and dairies, and agricultural areas where pesticides and fertilizer have been heavily used
3. Naturally occurring hazardous materials, such as asbestos, oil, and gas

Education Code sections 17071.13, 17072.13, 17210, 17210.1, 17213.1-3, and 17268 became effective January 1, 2000. Together they established requirements for assessments and approvals regarding toxic and hazardous materials that school districts must follow before receiving final site approval from CDE and funds under the School Facilities Program. (A summary of those requirements is noted below.) The school district may submit materials documenting compliance with the toxic and hazardous substances requirements prior to submitting the balance of the site approval package documents required by CDE. A local educational agency (LEA) may elect not to pursue a proposed site at any time during the process. Refer to SFPD Advisory 00-01 and SFPD Form 4.01 for further information. (See *CCR, Title 5*, Section 14011[j].)

A summary of the requirements is as follows:

- Current and historic uses on and near the proposed school site shall be investigated by a qualified consultant who prepares a Phase I Environmental Site Assessment (paper/data base, site review, and interview investigation) conducted according to the American Society of Testing and Materials standards (ASTM E-1527-2000).

- If the Phase I review concludes that no further investigation is required, two copies of the Phase I assessment and payment for review by the Department of Toxic Substances Control (DTSC) shall be submitted to CDE. CDE will transmit the payment and the Phase I assessment to DTSC for its review and determination. If DTSC concurs with the Phase I assessment, it will issue a determination letter stating that “no action” is required related to hazardous materials.
- If the Phase I review concludes further investigation is needed, or DTSC requires it, the LEA shall enter into an agreement with DTSC and hire a qualified consultant to complete a Preliminary Endangerment Assessment (PEA) under DTSC oversight and review. The PEA includes the sampling of soils and a risk assessment to determine whether a release of a hazardous material has occurred, there is a threat of release, or a naturally occurring hazardous material poses a significant health risk. The LEA will then submit the PEA to DTSC. If no hazardous materials are identified, or if they do not pose a significant health risk, DTSC will approve the PEA and issue a determination letter stating that “no further action” is required.
- If required by DTSC because of health risks associated with hazardous materials identified in the approved PEA, the LEA shall prepare and implement a Response Action (cleanup, removal, or remediation of hazardous materials) under DTSC oversight and approval. DTSC will issue a certification letter when the Response Action is completed. When a Response Action is required for a site, the LEA must obtain a Contingent Site Approval from CDE before the acquisition and implementation of the Response Action to ensure that the site meets all other requirements for CDE approval.

Hazardous Air Emissions and Facilities Within a Quarter Mile

(*Education Code* Section 17213[b] and *Public Resources Code* Section 21151.8[a][2])

The LEA shall consult with the administering agency and the local air pollution control district or air quality management district in order to identify facilities within a quarter mile of the proposed site that might reasonably be anticipated to emit hazardous air emissions or handle hazardous materials, substances, or wastes and shall provide written notification of those findings.

The LEA shall make the finding either that no such facilities were identified or that they do exist but that the health risks do not or will not constitute an actual or potential endangerment of public health at the site or that corrective measures will be taken that will result in emissions

mitigation to levels that will not constitute endangerment. In the final instance the LEA should make an additional finding that emissions will have been mitigated prior to occupancy of the school.

These written findings, as adopted by the LEA governing board, must be submitted to CDE as a part of the site approval package. Often this information is included in the Phase 1 site assessment and in the adopted California Environmental Quality Act (CEQA) document. (See *CCR, Title 5*, Section 14011[i].)

Other Health Hazards (*Education Code* Section 17213[a] and *Public Resources Code* Section 21151.8[a][1]; see also *CCR, Title 5*, Section 14011[h].)

The LEA shall include in an environmental impact report or a negative declaration information needed to determine that the proposed site is not any of the following:

1. The site of a current or former hazardous waste disposal site or solid waste disposal site unless, if the site was a former solid waste disposal site, the LEA governing board concludes that the wastes have been removed
2. A hazardous substance release site identified by the State Department of Health Services (now maintained by DTSC)
3. The site of one or more pipelines, situated underground or aboveground, which carry hazardous substances, materials, or wastes, unless the pipeline is used only to supply natural gas to that school or neighborhood

These written determinations, as adopted by the LEA governing board, must be submitted to CDE as a part of the site approval package. Often this information is included in the Phase 1 site assessment and in the adopted CEQA document.

Other factors to consider are as follows:

- If the proposed land has been designated a border zone property by the Department of Toxic Substances Control, then a school may not be located on the site without a specific variance in writing by DTSC. Contact DTSC, Site Mitigation, (916) 255-3745. See *Health and Safety Code* Section 25220.
- From a nuisance standpoint the site selection committee should also consider whether a site is located near or downwind from a stockyard, fertilizer plant, soil-processing operation, auto dismantling facility, sewage treatment plant, or other potentially hazardous facility.

Proximity to Railroads

When evaluating a site near railroad tracks, a study should be conducted to answer the following questions (See *CCR, Title 5, Section 14010[d]*):

1. What is the distance from the track easement to the site?
2. Are the tracks mainline or spur?
3. What kinds of cargo are carried?
4. What speeds do trains travel at this location?
5. What is the frequency of rail traffic, and how does the rail traffic schedule relate to the school time schedule?
6. Is the proposed site near a grade, curve, bridge, signal, or other track feature?
7. What is the need for sound and safety barriers?
8. If pedestrians or vehicles must cross the tracks, are there adequate safeguards at the crossing?
9. Are there high-pressure gas lines near the tracks that might rupture in the event of derailment?

While most railroads have detailed instructions for handling hazardous materials, there is no setback distance between railroad tracks and schools defined in law. However, the *California Code of Regulations, Title 5, Section 14010(d)*, established the following regulations pertaining to proximity to railroads:

If the proposed site is within 1,500 feet of a railroad track easement, a safety study shall be done by a competent professional trained in assessing cargo manifests, frequency, speed, and schedule of railroad traffic, grade, curves, type and condition of track, need for sound or safety barriers, need for pedestrian and vehicle safeguards at railroad crossings, presence of high pressure gas lines near the tracks that could rupture in the event of a derailment, preparation of an evacuation plan. In addition to the analysis, possible and reasonable mitigation measures must be identified.

The National Transportation Safety Board has called for a uniform standard separation of at least 100 feet between hazardous materials storage and production facilities and mainline railroad tracks. Hazardous materials authorities have evacuated homes within a radius of 1,500 feet to 2,500 feet of railroad accidents when toxic gas and explosives were involved.

Additional information may be obtained from the California Department of Transportation Railroad Unit (916-654-7076). Operation Life Savers (www.oli.org/oli) provides educational materials regarding railroad safety (800-537-6224). Refer to Public Utilities Commission General Order No. 161, Rule 4, regarding the ability of local agencies to obtain a list of hazardous materials transported on the rail line in question.

Proximity to Pressurized Gas, Gasoline, or Sewer Pipelines

Education Code Section 17213 prohibits the acquisition of a school site by a school district if the site “contains one or more pipelines, situated underground or aboveground, which carries hazardous substances, acutely hazardous materials, or hazardous wastes, unless the pipeline is a natural gas line which is used only to supply natural gas to that school or neighborhood.” *Public Resources Code* Section 21151.8 uses the same language with reference to approval of environmental impact reports or negative declarations. (See *CCR, Title 5, Section 14010[h].*)

Proximity to High-Pressure Water Pipelines, Reservoirs, Water Storage Tanks

Large, buried pipelines are commonly used for delivery of water. The ground surfaces over these buried pipelines are covered with roadways or green belts or remain undeveloped, and the general public is unaware of their existence. Designs of such pipelines include a wide margin of safety for the operating water pressures within the pipe, but a severe earthquake, damage by an adjacent construction activity, or highly corrosive conditions in surrounding soils can contribute to leakage or even failure of the pipe. A sudden rupturing of a high-pressure pipeline can result in the release of a large volume of water at the point of failure and fragments of concrete pipe being hurled throughout the immediate area. Subsequent flooding of the immediate area and along the path of drainage to lower ground levels might occur.

To ensure the protection of students, faculty, and school property if the proposed school site is within 1,500 feet of the easement of an above-ground or underground pipeline that can pose a safety hazard, the school district should obtain the following information from the pipeline owner or operator:

1. The pipeline alignment, size, type of pipe, depth of cover
2. Operating water pressures in pipelines near the proposed school site
3. Estimated volume of water that might be released from the pipeline should a rupture occur on the site
4. Owner’s assessment of the structural condition of the pipeline (Periodic reassessment would be appropriate as long as both the pipeline and the school remain operational.)

School districts should determine from topographic maps and in consultation with appropriate local officials the general direction that water released from the pipeline would drain.

If site selection must involve such pipelines, districts should seek to (1) avoid or minimize student use of ground surfaces above or in close proximity to the buried pipeline; (2) locate facilities safely or provide safeguards to preclude flooding in the event of a pipeline failure; and (3) prepare and implement emergency response plans for the safety of students and faculty in the event of pipeline failure and flooding.

Proximity to Propane Tanks

A propane tank explosion is known as a boiling liquid evaporative explosion (BLEVE). The school district should address the safety issues of a propane tank located on or near a school site by answering the following questions:

1. How many tanks are there now and may there be in the future?
2. How far away would tanks be stored from the school boundaries?
3. What is the capacity of the tanks?

Once these answers are established, the district should contact the following state agencies for assistance in evaluating the school's level of safety in the event of explosions and nonexplosive fires:

State Fire Marshal, (916) 445-8200; Hazardous Materials Division,
(916) 445-8477

Public Utilities Commission, Natural Gas Safety Branch, (415)
703-1353

California Department of Industrial Relations, (510) 622-3052

Local fire marshal

Noise

Noise is unwanted or harmful sound; sound that is too loud is distracting or, worse, injurious.

The loudness of sound is measured in decibels. Each decibel level equates to the amount of acoustical energy necessary to produce that level of sound. The decibel scale is exponential. A person's whisper may be measured at 20 decibels. The sound measured at 30 decibels is ten times as loud as the 20-decibel whisper.

The normal range of conversation is between 34 and 66 decibels. Between 70 and 90 decibels, sound is distracting and presents an obstacle to conversation, thinking, or learning. Above 90 decibels, sound can cause permanent hearing loss. The California Department of Transportation considers sound at 50 decibels in the vicinity of schools to be the point at which it will take corrective action for noise generated by freeways. (See *Streets and Highway Code* sections 216 and 216.1.)

If the school district is considering a potential school site near a freeway or other source of noise, it should hire an acoustical engineer to determine the level of sound that location is subjected to and to assist in

designing the school should that site be chosen. The American Speech-Language-Hearing Association (ASLHA) guidelines recommend that in classrooms sounds dissipate in 0.4 seconds or less (and not reverberate) and that background noise not rise above 30 decibels.

Proximity to Major Roadways

The *California Code of Regulations, Title 5, Section 14010(e)*, states: “The site shall not be adjacent to a road or freeway that any site-related traffic and sound level studies have determined will have safety problems or sound levels which adversely affect the educational program.”

Trucks traveling on public roads—including interstate freeways, state highways, and local roads—often contain the same hazardous materials that railcars on railroads contain. Although the quantities of materials being carried on trucks are smaller for a double trailer or tanker in comparison to a railcar, trucks have a greater incidence of accidents, spills, and explosions than do railcars. Moreover, the protective enclosures of a truck are not as strong as are those of a railcar.

When evaluating a site near a major roadway, a school district needs to ask questions similar to those used in evaluating risk from rail lines:

1. What is the distance from the near edge of the roadway right-of-way to the site?
2. How heavy is the traffic flow?
3. How many trucks carrying freight use the roadway during the time students and staff are present?
4. Is a safety or sound barrier necessary?
5. How will students coming across the highway get to school safely?

The California Highway Patrol (CHP) maintains records of traffic flow, traffic accidents, and roadway accidents involving hazardous materials. The CHP Commercial Vehicles Section, (916-445-1865), maintains records on traffic flow and accidents involving hazardous materials. The CHP Safety Net Section, (916-375-2838), maintains records on all accidents.

County road departments are also a good source for traffic flow and accident information in the local area. The school district may wish to consult the city or county general plan “Noise Element” to help evaluate school sites near major roadways.

Like railroad setbacks, highway setbacks from schools are not established in law. However, experience and practice indicate that distances of at least 2,500 feet are advisable when explosives are carried and at least 1,500 feet when gasoline, diesel, propane, chlorine, oxygen, pesticides, and other combustible or poisonous gases are transported. In the absence of specific, legally defined setback distances for schools, CDE reviews each case individually.

Results of Geological Studies and Soils Analyses

Education Code sections 17212 and 17212.5 require that a geological study and a soils analysis provide an assessment of the potential for earthquake or other geological hazard damage if the prospective school site is located (1) within the boundaries of any Alquist-Priolo special studies zone; or (2) within an area designated as geologically hazardous in the safety element of the local general plan, as provided in *Government Code* Section 65302(g). Because California is seismically active and new faults are being discovered, SFPD policy is that all proposed school sites have geological studies and soils analyses completed.

Any geological study must be conducted according to provisions contained in *Education Code* Section 17212.5, which states that “no school building shall be constructed, reconstructed, or relocated on the trace of a geological fault along which surface rupture can be reasonably expected to occur within the life of the school building.” (See *CCR, Title 5, Section 14011[g]*.)

Earthquakes, Liquefaction, and Landslides. Alquist-Priolo Earthquake Fault Zone maps delineate active fault lines and earthquake fault zone boundaries (previously known as Special Study Zones). For further information on these maps, contact the California Department of Conservation (CDC), Division of Mines and Geology (DMG), at (916) 323-9672 or www.consrv.ca.gov/dmg/rghm. These maps are important because the *California Code of Regulations, Title 5, Section 14010(f)*, specifies that new school sites may not contain an active earthquake fault or fault trace.

Districts may also wish to refer to Seismic Hazard Zone maps, also prepared by CDC, which address the hazards of liquefaction and earthquake-induced landslides. For further information, contact DMG at (916) 323-8569 or www.consrv.ca.gov/dmg/shezp/. These maps are important because the *California Code of Regulations, Title 5, Section 14010(i)*, requires that new school sites not be subject to moderate-to-high liquefaction or landslides.

Copies of either of these types of hazard maps for specific communities may be purchased from BPS Reprographic Services, 149 Second Street, San Francisco, CA 94105; telephone (415) 512-6550.

The *California Building Code*, Chapter 16(a), also contains maps and a textual description of areas in the state that are divided into seismic zones III or IV. These designations will affect the structural safety design requirements of the Division of the State Architect. Eventually, these will be replaced by the *International Building Code* and contour maps that will delineate ground acceleration levels.

Areas Subject to Flooding and Inundation. The *California Code of Regulations, Title 5, Section 14010(g)*, requires that new school sites are not to be within an area of flood or dam inundation unless the cost of mitigating the impact is reasonable. The overflowing or failure of nearby rivers, streams, dams, levees, detention/retention basins, flood control

channels, water supply aqueducts, irrigation canals, and areas subject to flash flooding and surface runoff is cause for concern. Potential damage may be mitigated by elevation of the site above flood levels, creation or improvement of levees and drainage infrastructure, and emergency notification and evacuation procedures. As a condition of final site approval, the CDE consultant may require a hydrologic study or other means of confirmation that the site will not be subject to flooding or a report of proposed mitigation measures, including estimated costs, or both.

The district should consult the local city or county general plan, responsible flood control agencies, and Flood Insurance Rate Maps (FIRM), which are available from the Federal Emergency Management Agency (FEMA). These official maps delineate flood hazard areas, such as the 100-year flood plain. Copies of flood maps are available for a nominal fee. Contact the following agency for a copy of the current flood map for a specific community: Map Service Center (MSC), P. O. Box 1038, Jessup, MD 20794-1038; telephone (800) 358-9616; www.fema.gov/nfip/readmap.htm.

The Governor's Office of Emergency Services (OES) publishes maps that provide the best estimate of where water would flow if dams were to experience failure. Contact OES at www.oes.ca.gov/dim/nsf for further information.

See Appendix H for factors to be included in geological hazard reports.

Traffic and School Bus Safety Conditions

The school facility should be situated so that students can enter and depart the buildings and grounds safely. As the number of schools providing child care and extended day classes increases, it is important for schools to ensure the safe flow of buses and other traffic through designated areas of the school grounds. When analyzing potential school sites, the selection team should consider a number of safety factors. The size and shape of the site will affect the traffic flow and the placement of pickup and drop-off points for parents.

When designing pickup and drop-off points, the team should remember that the separation of bus traffic from all other traffic is of paramount importance. Roads servicing the area must be of sufficient paved width when the point at which the bus loads and unloads pupils is off the main thoroughfare. The need for left turn lanes must be determined. Driveway openings must conform to local ordinances or regulations. When analyzing potential school sites for traffic and bus safety, site selection teams should use the evaluation checklist contained in Appendix B. CDE consultants can help in evaluating issues of ingress and egress.

Safe Routes to Schools

The national "Walk Our Children to School Day" was established in 1997 by the Partnership for a Walkable America, a national alliance of

public and private organizations committed to making walking safer. Because the physical environment greatly affects how many residents can and will walk, a “Walkability Checklist” is provided in Appendix J. It is an excerpt from the National Safety Council’s checklist, which can be accessed at www.nsc.org/walkable.htm. A growing number of communities are implementing measures to make their environments safer for walking.

The California Department of Education recommends that the site selection committee walk the area surrounding each proposed school site. If there are unsatisfactory walking routes for a proposed school site, the school district should consider another site or work with the city or county to have safe walking routes installed before opening the school.

Federal Highway Administration (FHWA) funds may be available to help make school access safer for pedestrians and cyclists. Assembly Bill 1475 (Chapter 663, Statutes of 1999) directs FHWA safety funds to a new program entitled Safe Routes to Schools. Unless this program is extended by the State Legislature, funds are available only from the 1999-2000 and 2000-2001 federal fiscal-year budgets.

The California Department of Transportation (DOT) has the responsibility to distribute the Safe Routes to Schools’ program guidelines. Additional information may be obtained at the following Internet addresses:

Caltrans Home Page:	www.dot.ca.gov
Local Programs:	www.dot.ca.gov/hq/LocalPrograms
Traffic Operations:	www.dot.ca.gov/hq/traffops

Safety Studies for Joint-Use Sites

Many school districts plan schools for use in conjunction with park districts, library districts, or other governmental entities. Such cooperative planning is encouraged and may result in recreational and educational areas suitable for use by both students and community members. Special care must be taken to ensure that both students and community members can use the site without compromising the safety and security of the school. Particular attention should be given to placing public parking areas and toilets away from classrooms and student play areas.

Frequently, school districts agree to cooperate with a local governmental entity, recreation district, or possibly an adjacent school district when planning a new facility, such as a new library, technology center, performing arts center, swimming pool, gymnasium, multipurpose room, or sports complex. Likewise, a commercial or industrial complex may be jointly planned to include a school. More efforts at saving dollars and acreage will occur as funding and space become scarce resources. The construction and land costs saved may be significant. In some cases the costs may increase because of joint use, but the benefits to communities

Choosing Appropriate Sites for Joint-Use Facilities

can offset the increased expenses. By providing combined and expanded resources and services within a single facility, the school district fosters enhanced community activities.

Agreements must be crafted between the school districts and other appropriate entities regarding site acquisition, mutually acceptable arrangements for space, staffing, maintenance, materials acquisition, and other matters related to the administration and operation of the joint-use facility. In some cases the shared community facility is also shared between school sites, such as a middle and a high school. In those cases careful planning must take place about what can and what cannot be shared. In many districts more than one facility is used jointly with the community. The fields, theatres, classrooms, and virtually the entire campus become available for joint use. The school is no longer seen as a separate, stand-alone entity.

Examples of Successful Joint-Use or Strategic Alliance Projects in California

<i>Facility</i>	<i>Location</i>
Community Performing Arts Complex	Elk Grove Unified School District, Sacramento City/County Library
Softball Complex	Clovis Unified School District, City of Clovis
Park and Aquatics Center	Roseville Joint Union High School District, City of Roseville
Field Areas	Woodland Joint Unified School District, City of Woodland
Theatre and Gymnasiums	Poway Unified School District, Cities of Poway and San Diego
Gymnasium/Fitness Center	Lodi Unified School District, City of Lodi
Technology Center	San Diego County Office of Education
Medical Magnet School/Hospital	Los Angeles Unified and Compton Unified School Districts, King Drew Medical Magnet High School
High School/Community College Campus	San Diego City Unified School District, San Diego City College
On-site School/Business Entity	Hewlett Packard, Santa Rosa Elementary School District
Senior Center/District Office	Carlsbad Unified School District, Carlsbad Senior Center
Multipurpose Room, Kitchen, Platform	Pauma Elementary School District, Non-Profit Foundation, HUD
Library/Media Center, Eastlake High	Sweetwater Union High School District, City of Chula Vista

Observing California Environmental Quality Act Requirements

When planning the acquisition of a site for a joint-use facility, the school district must consider many issues, as follows:

- Safety and security
- Access, day and night year-round, including by public transportation
- Location, as a prominent landmark that encourages community use
- Appropriate size, including adequate space for buildings, grounds, and convenient, plentiful parking

The California Environmental Quality Act (CEQA) is located in the *Public Resources Code* Section 21000 et seq.; the CEQA guidelines are found in the *California Code of Regulations, Title 14, Section 15000 et seq.* Enacted in 1970, CEQA was primarily intended for use by public agencies in considering the potential environmental implications of their actions when approving projects. The Act establishes a duty for public agencies, including school districts, to analyze, avoid, mitigate or, where feasible, minimize foreseeable environmental damage.

Lead Agency

The lead agency is the single agency responsible for determining the type of environmental analysis CEQA requires and for approving and carrying out the project. The local educational agency (LEA) (i.e., school district or county office of education) is the lead agency under CEQA for school facility construction projects and land acquisition.

One of the requirements for the final site approval by the California Department of Education is the LEA's completion of the CEQA process prior to site acquisition. Although the Department will review adopted CEQA documents as part of its site approval process, the Department is not responsible for ensuring that the LEA properly followed all CEQA requirements or for challenging LEA decisions under CEQA. In most cases the LEA will be required to produce and adopt a Negative Declaration or an Environmental Impact Report (EIR) for site acquisitions. This CEQA document will also usually encompass the proposed school construction project.

CEQA Documents Needed for Final CDE Approval

As part of the Department's final site approval process, the LEA must submit a copy of the following documents to the School Facilities Planning Division in the site approval package (see Appendix D, SFPD 4.01):

- LEA-certified final EIR or adopted Negative Declaration (including the Initial Study/Environmental Checklist)

Recognizing Land-Use Issues

- Stamped Notice of Completion (NOC) or comment-period closure letter from the Governor's Office of Planning and Research (OPR), State Clearinghouse (SCH)
- Stamped Notice of Determination (NOD) filed with the County Clerk

CDE recommends that the DTSC review and approval process be completed prior to completing the CEQA process. However, if a Preliminary Endangerment Assessment is required, the LEA should coordinate with DTSC when completing the CEQA and public participation process.

For further information on CEQA, contact the Governor's Office of Planning and Research, State Clearinghouse, at 1400 Tenth Street, Room 222, Sacramento, CA 95814; mailing address: P. O. Box 3044, Sacramento, CA 95812-3044; telephone (916) 445-0613; or Web site <http://www.opr.ca.gov/clearinghouse.html>. To view or download CEQA or its guidelines, go to <http://ceres.ca.gov/ceqa/>.

Several local, regional, and statewide land-use issues must be considered when evaluating and selecting a school site. Many of these issues are considered part of the district's compliance with CEQA.

Cities and counties have the responsibility to adopt local ordinances, policies, plans, and zoning maps regarding allowed and prohibited land uses. General plans may also contain the jurisdiction's *preferred* approximate location of future school sites. While plan coordination is advisable and notification is *required* prior to acquisition, school districts retain the authority to overrule local zoning and general plan land-use designations for schools if specified procedures are followed. (See *Government Code* sections 53094, 65402(a), and 65403 and *Public Resources Code* Section 21151.2.)

The California Coastal Commission is a statewide land-use planning agency that a school district may have to consult when selecting school sites. This agency is responsible for planning and regulating development along California's coastal zone, which may extend up to five miles inland. (See *Public Resources Code* Section 30000 et seq. and *California Code of Regulations, Title 14*, sections 13001–13666.4.)

State law also encourages public agencies, including school districts, to avoid acquiring land that is designated in the general plan and zoned for agricultural use or sites that fall under Williamson Act agricultural preserves and contracts. Should agricultural land acquisition be necessary, however, districts will need to follow the procedures described in *Education Code* Section 39006 (repealed in 1996, replaced in 1998) and *Government Code* Section 51290 et seq.



Obtaining Site Approval

After deciding on a site or sites, the school district site selection team should proceed as follows:

1. Schedule a field visit with the CDE consultant.
 - a. If the site is to be purchased with state funds, CDE approval is required before state funds can be apportioned. Provide the CDE consultant with maps of three approvable sites for review purposes. The consultant will view the sites and provide the district a written evaluation of the site(s) on SFPD Form 4.0, “School Site Field Review” (Appendix C). The consultant will indicate which sites are approvable and will rank the sites relative to each other. The consultant will also provide the district three forms required for final approval of the site:

SFPD 4.01, “School Site Approval Procedures”
(Appendix D)

SFPD 4.02, “School Site Report” (Appendix E)

SFPD 4.03, “School Site Certification” (Appendix F)

These forms may also be found on the SFPD Web site.

CDE will issue a Final Site Approval Letter (Appendix G) valid for five years.

- b. If the site is to be purchased with other than state funds, and the school district will not seek state reimbursement at a future date, the district can voluntarily ask CDE to review the site to confirm its suitability as a school site. The district should follow the same procedures outlined above.
2. Request that CDE arrange an investigation of the site, in accordance with *Education Code* Section 17215 (amended in 1999 by AB 747), by the Department of Transportation, Aeronautics

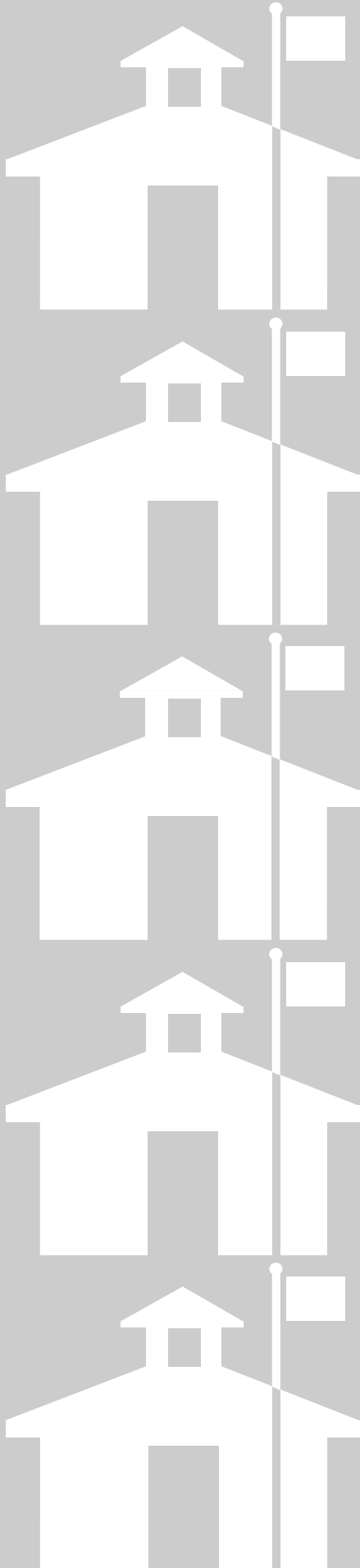
Program, Office of Airports, if the site is within two miles of an airport runway.

For further information on requirements for purchasing sites with state funds or with funds other than state funds, see *Education Code* sections 17211 and 17251(a) and (b) and *California Code of Regulations, Title 5*, Section 14012.

Refer to the section “Toxic and Hazardous Substances,” under “Evaluating Safety Factors,” for what must be done regarding a Phase I Environmental Site Assessment.

Many statutes and regulations other than those of CDE and the State Allocation Board, Office of Public School Construction, apply to the purchase and use of land for a school. School districts should confer with legal counsel or their county office of education superintendent, or both, prior to acquiring property.

For additional information regarding any changes in issues relating to school site selection, school districts should contact SFPD at 916-322-2470 or refer to the SFPD Web site at www.cde.ca.gov/facilities.



Appendixes

- A. Site Selection Process
 - Part 1. Site Selection Criteria
 - Part 2. Site Selection Evaluation
 - Part 3. Comparative Evaluation of Candidate Sites
- B. Evaluation Checklist for School Bus Driveways
- C. SFPD 4.0, School Site Field Review
- D. SFPD 4.01, School Site Approval Procedures
- E. SFPD 4.02, School Site Report
- F. SFPD 4.03, School Site Certification
- G. Final Site Approval Letter
- H. Factors to Be Included in Geological and Environmental Hazards Report
- I. Reference to Codes
- J. Walkability Checklist

Appendix A

Site Selection Process

When a school district is planning to acquire a site for a school, the district must take various factors into consideration. The School Facilities Planning Division has developed three work sheets to assist the district in assessing potential sites and making preliminary selections. The work sheets, which are included in this appendix, outline a set of 12 primary criteria governing school site selection and consist of three components: *site selection criteria*, *site selection evaluation*, and a *comparative evaluation of candidate sites*. These components allow for a comprehensive examination of sites to determine strengths and weaknesses (*site selection criteria*); a ranking of each site (*site selection evaluation*); and, finally, a comparison of sites by the rating factors and total scoring (*comparative evaluation of candidate sites*).

The criteria are consistent with the *California Education Code*, *California Code of Regulations, Title 5*, *California Public Resources Code*, and California Department of Education policies and guidelines.

Although these standards are not the *sole criteria* to be considered by a school district's site selection committee, the committee may find them useful in evaluating various sites, identifying at least three acceptable sites from which a final choice can be made and, eventually, explaining the site selection process to interested entities.

Each primary element listed on the "Site Selection Criteria" work sheet contains secondary measures that provide the committee the opportunity to apply a specific set of guidelines to each potential site as well as aid in an analysis of a site. The secondary criteria may also be used by the committee to understand better the types of data needed in identification, selection, and final acquisition of a school site. After considering both primary and secondary standards on the work sheet, the committee should rank the sites in order of acceptability by completing the second and third work sheets.

Part 1 Site Selection Criteria

Site Identification		Grade Level
Location	Gross Acres	Estimated Value
Safety <i>(These factors should be avoided.)</i>		OK
Adjacent to or near roadways with a high volume of traffic		Potential Problem
Within 1,500 feet of railroad tracks		
Within two miles of an airport runway		
Close to high-voltage power lines		
Close to high-pressure lines; for example, natural gas, gasoline, sewer, or water lines		
Contaminants/toxics in the soil or groundwater, such as from landfills, dumps, chemical plants, refineries, fuel tanks, nuclear plants, or agricultural use of pesticides or fertilizer*		
Close to high-decibel noise sources		
Close to open-pit mining		
On or near a fault zone or active fault		
In a dam inundation area or 100-year flood plain		
Social hazards in the neighborhood, such as a high incidence of crime and drug or alcohol abuse		
*Note: A Phase I Environmental Site Assessment must be conducted for the selected site.		
Location		
Safe walking areas		
Centrally located to avoid extensive transporting and to minimize student travel distance		
Compatible with current and probable future zoning regulations		
Close to libraries, parks, museums, and other community services		
Favorable orientation to wind and natural light		
Environment		
Free from sources of noise that may impede the instructional process		
Free from air, water, and soil pollution		
Free from smoke, dust, odors, and pesticide spray		
Provides aesthetic view from and of the site		
Compatible with the educational program		
Soils		
Proximity to faults or fault traces		
Stable subsurface and bearing capacity		
Danger of slides or liquefaction		
Percolation for septic system and drainage		
Adequate water table level		
Existing land fill is reasonably well compacted		
*Note: A geological hazard report must be conducted to determine soil and seismic conditions		

Part 1 Site Selection Criteria (Continued)

Topography	OK	Potential Problem
Feasibility of mitigating steep grades		
Rock ledges or outcroppings		
Surface and subsurface drainage		
Level area for playfields		
Size and Shape		
Net acreage consistent with standards of California Department of Education as noted in "School Site Analysis and Development"		
Length-to-width ratio does not exceed 2:1		
Sufficient open play area and open space		
Potential for expansion for future needs		
Area for adequate and separate bus loading and parking		
Accessibility		
Obstacles, such as crossings on major streets and intersections, narrow or winding streets, heavy traffic patterns		
Access and dispersal roads		
Natural obstacles, such as grades or gullies		
Freeway access for bus transportation		
Routing patterns for foot traffic		
Remote areas (with no sidewalks) where students walk to and from school		
Easily reachable by emergency response vehicles		
Public Services		
Fire and police protection, including firelines		
Available public transportation		
Trash and garbage disposal		
Utilities		
Availability of water, electricity, gas, sewer		
Feasibility of bringing utilities to site at reasonable cost		
Restrictions on right of way		
Cost		
Reasonable costs for purchase of property, severance damages, relocation of residents and businesses, and legal fees		
Reasonable costs for site preparation, including, but not limited to, drainage, parking driveways, removal of existing buildings, and grading		
Toxic cleanup beyond the owner's obligation		
Environmental mitigation		
Reasonable maintenance costs		

Part 1 Site Selection Criteria (Continued)

Availability	OK	Potential Problem
On the market for sale		
Title clearance		
Condemnation of buildings and relocation of residents		
Public Acceptance		
Public acceptance of the proposed site		
Receptivity of city or county planning commission		
Zoned for prime agriculture or industrial use		
Negative environmental impact report		
Coordination of proposed school with future community plans		
Comments:		

Part 2 Site Selection Evaluation

Site Identification		Grade Level
Location	Gross Acres	Estimated Value

FACTORS		0	1	2	3	4	5		Total Points
Safety (20 possible points)	<i>Dangerous</i>							<i>Safe</i>	x 4 =
Location (15 possible points)	<i>Remote</i>							<i>Convenient</i>	x 3 =
Environment (10 possible points)	<i>Polluted</i>							<i>Clean</i>	x 2 =
Soils (10 possible points)	<i>Unstable</i>							<i>Stable</i>	x 2 =
Topography (10 possible points)	<i>Unsuitable</i>							<i>Suitable</i>	x 2 =
Size and Shape (10 possible points)	<i>Insufficient</i>							<i>Sufficient</i>	x 2 =
Accessibility (10 possible points)	<i>Obstructed</i>							<i>Accessible</i>	x 2 =

FACTORS		0	1	2	3		Total Points
Public Services (3 possible points)	<i>Unserviced</i>					<i>Serviced</i>	x 1=
Utilities (3 possible points)	<i>Unavailable</i>					<i>Available</i>	x 1=
Cost (3 possible points)	<i>Expensive</i>					<i>Economical</i>	x 1=
Availability (3 possible points)	<i>Difficult</i>					<i>Easy</i>	x 1=
Public Acceptance (3 possible points)	<i>Conflict</i>					<i>Harmonious</i>	x 1=

Total Points _____
(Possible 100)

Note: Rank each site separately. A score of zero on a critical factor such as *safety*, for example, indicates that the negative aspects of that factor could not reasonably be mitigated. Therefore, the site should be eliminated from consideration, regardless of potential high scores on other factors.

Part 3 Comparative Evaluation of Candidate Sites

Date _____

[illegible]

Appendix B

Evaluation Checklist for School Bus Driveways

Name of school

Date

Location of school

Note: A yes answer for each of the items indicates a well-planned traffic pattern for school buses.

	<i>Yes</i>	<i>No</i>	<i>Does not apply</i>
1. School bus loading and unloading areas are provided on the school site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When loading and unloading of pupils take place on the main thoroughfare, the roadway has a minimum width of 40 feet of hard surface.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The driveway leading to and from the loading and unloading area for school buses has a minimum width of 30 feet of paved surface.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If diagonal parking is provided for buses in the loading and unloading area, a minimum width of 60 feet of paved surface is available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Parking for loading and unloading of pupils at school is bumper to bumper or diagonal. In either case the necessity for backing a vehicle does not exist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The school bus driver is not required to back a vehicle anywhere on school property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. All school bus movement on the school grounds is one way in a counterclockwise direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. School bus traffic does not completely encircle the school building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The school bus driver has proper sight distance at all points along the driveway.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B (Continued)

	<i>Yes</i>	<i>No</i>	<i>Does not apply</i>
10. Crosswalks for pupils do not traverse the entrance to the school bus driveway.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Separation is maintained between school bus traffic and all other traffic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Vehicular pickup points for non-bused pupils are located on driveways separate from those used by school buses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Curbing and suitable drainage are provided along driveways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Curbing and driveway construction complies with state highway specifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. At areas of ingress and egress to and from the school, the minimum radius on the inner edge of the driveway pavement is from 50 to 100 feet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. On the school site the minimum radius on the inner edge of the driveway pavement is 60 feet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. At least a 50-foot tangent section is provided between reverse curves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. A maximum grade of 2 percent is adhered to at ingress and egress points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. A maximum grade of 5 percent is adhered to on the school bus driveway located within the school site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. A clear view of at least 200 feet exists in both directions from the school loading and unloading zone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. A clear view of at least 200 feet exists in both directions from the entrances and exits of the site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of person making report

Signature of Director of School Transportation

Appendix C

SFPD 4.0 School Site Field Review



California Department of Education
School Facilities Planning Division

S i t e I n f o r m a t i o n	District: _____ County: _____ SFP Application No.: 50/ _____
	Site Identification: _____ Consultant: _____ Date of Review: _____
	Location (cross streets): _____
S a f e t y	Master Plan Capacity: _____ Site Size: Gross acres _____ Planned Joint Use: _____ Land/Park MTYRE (Y/N): _____ Net acres _____ Buildings Grade level: _____ CDE Recommended acres _____
	Potential Hazards: Seismic _____ Traffic _____ Toxic _____ Flood _____ Railroad _____ Gas transmission lines _____ Electric transmission lines _____ Noise _____ Safe walking routes to school _____ Other/ Comments: _____
	Within two miles of airport runway? Yes _____ No _____ Heliport? Yes _____ No _____
S i t e D e v e l o p m e n t	Utilities: Give distance to nearest line of suitable capacity. Gas _____ Water _____ Sewer _____ Electricity _____ Storm Drain _____ Special needs: Well _____ Septic _____ Other: _____
	Topography of site: Level _____ Rolling _____ Sloping _____ Steep _____ Other: _____
	Site Development: Comment on any of the following which may present a cause for concern: erosion control, drainage problems, special soil conditions, extensive grading, extensive work required for streets and sidewalks _____ _____
F i n a n c e	Are there existing structures on the site which need to be removed or demolished? Yes _____ No _____ Comment: _____
	Street improvements: y = yes n = no p = proposed Sidewalk _____ Curb & gutter _____ Street paving _____ Street lighting _____ Fire hydrant _____ Comment: _____
	Funding: State _____ Local _____ Developer _____ Other _____ Estimated Land Value per acre _____ Does the district plan to file a Financial Hardship Application for this project (per SB 50 Reg. 1859.81)? Yes _____ No _____ Is condemnation required? Yes _____ No _____ Unknown _____ Comment: _____
R a n k i n g	Ranking: Ranking of this Site _____ (1 = high and 5 = low) Number of sites evaluated _____ Relative ranking of this site _____
	_____ The CDE's preliminary review of this site indicates that the district may proceed with further evaluation of the site including the completion of the SFPD 4.01, 4.02 and 4.03. THIS REVIEW DOES NOT CONSTITUTE A FINAL SITE APPROVAL.
	_____ The CDE recommends that the district no longer pursue acquiring this site. Comments: _____

Appendix C (Continued)

Comments:

Conditions:

Appendix D

SFPD 4.01 School Site Approval Procedures



California Department of Education
School Facilities Planning Division

1. INITIAL CONTACT

Public school districts desiring the written approval of a new site or addition of land to an existing site should contact the assigned School Facilities Consultant at the California Department of Education, School Facilities Planning Division (SFPD). The Consultant will view the site and provide the district with a written evaluation of the site on the SFPD Form 4.0, School Site Field Review. The Consultant will also provide to the district three forms required for final approval of the site: SFPD Form 4.01, School Site Approval Procedures, SFPD Form 4.02, School Site Report, and SFPD Form 4.03, School Site Certification. (California Code of Regulations (CCR), Title 5, Sections 14010 et seq., Education Code Section (ECS) 17251(a), State Allocation Board Regulation 3863.)

2. PHASE I ENVIRONMENTAL SITE ASSESSMENT

As required by state legislation effective January 1, 2000, for school districts seeking funding under the State School Facility Program or for locally funded districts requesting CDE site approval, the district shall, prior to site acquisition, contract with a qualified environmental assessor to prepare a Phase I Environmental Site Assessment in accordance with ASTM E1527-97.

- If the Phase I concludes that no further investigation is required (clean site), the district shall submit, as soon as possible, two copies of the Phase I to SFPD with a check for \$1,500 payable to the California Department of Education, to cover review costs by the Department of Toxic Substances Control (DTSC).
- If the Phase I concludes that further investigation through a Preliminary Endangerment Assessment (PEA) is needed (potential contamination) and the District wishes to pursue the site, the District shall submit one copy of the Phase I to SFPD (no check required) with a cover letter indicating that the district is pursuing a PEA. The district shall also enter into an agreement with DTSC to oversee the District's contract with an environmental assessor to prepare a PEA (sampling and risk assessment).

SFPD recommends that the Phase I be submitted in advance of the other documentation required by CDE for site approval, to allow sufficient time for DTSC to review the proposed site. See SFPD Advisory 00-01 for details and DTSC contacts. (AB 387, SB 162, ECS 17213.1., 17210., 1999)

3. AIRPORT

Effective January 1, 2000, state legislation requires the school district governing board to give the School Facilities Planning Division written notice of any proposed school site or addition to an existing site that is within two miles, measured by air line, of any point on an airport runway or potential runway included in an airport master plan nearest the site. In addition to the written notice, the governing board shall submit to SFPD scaled maps, as specified in SFPD Advisory 00-05, indicating the location of the proposed site and the airport runway. The SFPD will forward the maps to the Aeronautics Program at the California Department of Transportation, Office of Airports for review and recommendation. SFPD recommends that this item be submitted in advance of the other documentation required by CDE for site approval, to allow sufficient time for the Office of Airports to review the proposed site. See SFPD Advisory 00-05 for more information about the aeronautics review process. (ECS 17215, amended by AB 747, 1999)

4. APPROVAL REQUEST

The district will submit a letter to the assigned SFPD Consultant, requesting approval from the California Department of Education for each school site. The Approval Request Letter must include the documents and studies required for final CDE site approval and listed in section six of this form (see next page). Send the letter and required documents to: **School Facilities Planning Division, 660 J Street, Suite 350, Sacramento, CA 95814.**

5. CONTINGENT APPROVAL FOR SITES REQUIRING TOXIC REMEDIATION

Per state legislation effective January 1, 2000, districts must state in their letter that they are requesting a "Contingent Site Approval", if electing to pursue sites for which a Preliminary Endangerment Assessment has determined that Response Action (cleanup or remediation) for hazardous materials is required. All of the documents and studies listed in section six of this form must be submitted with the request, with the exception of items (B) SFPD Form 4.03, (L) final determination letter from DTSC, certifying completion of the Response Action, and (M) adopted CEQA documents. (However, CDE recommends that any completed or draft CEQA documents be submitted as soon as they are available.) CDE Final Site Approval is contingent upon submission of complete items B, L, and M.

Appendix D (continued)

Districts also need to indicate in the letter requesting contingent site approval if they are seeking Financial Hardship and/or Environmental Hardship site funding from the School Facilities Program. In these cases the district must also submit a financial analysis, benefit assessment, suitability evaluation (as required by ECS 17213.1(a)(8)), and a preliminary appraisal of the site. See SFPD Advisory 00-01 for details about these requirements. (SB 162,1999)

6. DOCUMENTS AND STUDIES REQUIRED FOR APPROVAL

- A. **SFPD Form 4.02:** A signed copy of the SFPD Form 4.02, School Site Report (ECS 17251(a)).
- B. **SFPD Form 4.03:** A signed copy of the SFPD Form 4.03 School Site Certification.
- C. **Legal Description:** Two (2) copies of the legal description of the site.
- D. **District Map:** A school district map of any size indicating: (1) All existing schools and sites, (2) Attendance areas, and (3) Proposed site
- E. **Site Map:** Submit an 8-1/2" x 11" map of the site indicating: (1) Dimensions, showing metes and bounds corresponding to the legal description, (2) Adjacent streets, and (3) Gross and net useable acres.
- F. **Site Utilization Diagram:** Submit a schematic utilization of the site on which the proposed facilities and their placement on the site are indicated. (CCR, Title 5, Sect. 14031)
- G. **Planning Commission Report:** Submit a copy of the report regarding the site by the planning commission having jurisdiction. (Public Resources Code (PRC) Sect. 21151.2).
- H. **Unused Site Documentation:** Submit a list of all unused school sites within the district. Provide written justification of the need for the proposed school site if a district-owned unused school site is within the attendance boundary of the new site. (SB 50 Regulation 1859.75)
- I. **Master Plan Site Documentation:** Submit current (not over five years old) documentation justifying the master-planned size of the site; this documentation may include the District Facility Master Plan, Developer Fee Justification Study or SFPD Form 575 Five-Year Plan.
- J. **Hazardous Materials/ Air Emissions:** Submit district governing board approved "Written Findings," related to proximity to hazardous waste disposal/air emissions/pipelines, etc. (PRC Sect. 21151.8 and ECS 17213).
- K. **Geohazards Report:** Submit a copy or summary of the geological hazards report as submitted to the Department of General Services. (ECS 17212.5)
- L. **Phase I Environmental Assessment and Final Determination Letter from DTSC:** In addition to the Phase I Environmental Site Assessment (see section two on the preceding page), submit a copy of the Final Determination Letter from DTSC that indicates that the site is free of contamination or has been successfully remediated. If a Preliminary Endangerment Assessment was required, submit that document, as well. (ECS 17213.1 and 17210, 1999).
- M. **CEQA Compliance:** Submit a copy of the adopted (1) Final Environmental Impact Report or Negative Declaration (including Initial Study Checklist) on the project, and (2) a copy of the stamped Notice of Completion or Comment Period Closure Letter from the Governor's Office of Planning and Research, State Clearinghouse, and (3) a copy of the stamped Notice of Determination filed with the County Clerk and the State Clearinghouse. (CEQA of 1970, PRC Sect. 21000 et seq.)
- N. **Joint Use Agreement (if applicable):** If the proposed site meets CDE's school site size standards based on additional acreage to be provided as the result of a joint-use agreement, submit a signed copy of that agreement or other appropriate documentation.
- O. **Final Determination Letter from the Office of Airports (if applicable):** If the proposed school site is within two miles of an existing or potential airport runway, submit a copy of the Final Determination Letter from the Aeronautics Program at the California Department of Transportation, Office of Airports indicating that they have no objection to the site (see section three on the preceding page). (ECS 17215, as amended by AB 747, 1999).
- P. **Other Studies (if applicable):** Submit any other documentation or studies requested by the SFPD Consultant to evaluate the unique characteristics and environment of the proposed site. This includes but is not limited to studies of wetlands and endangered species, noise, traffic, railroads, underground pipelines, electric transmission lines, and flooding. (CCR, Title 5, Sect. 14010)

Appendix E

SFPD 4.02 School Site Report



California Department of Education
School Facilities Planning Division

1. District Data

School District	County
District Authorized agent and title	Telephone Number E-mail

2. Site Data

Name (Site Identification)	Grade Level
Location (nearest cross street) of site	Master Plan Capacity
Site size: Gross acres _____ Net usable acres _____ CDE recommended acres _____	
Financing: State _____ Local _____ Developer _____ Other _____	
Does the district plan to file a Financial Hardship Application (per SB 50 Reg. 1859.81)?	Yes _____ No _____
Does the district plan to file an Environmental Hardship Application (per AB 387)?	Yes _____ No _____

3. Airport

Is site within two miles of an existing or proposed airport runway? ____ Yes ____ No
 (If yes, comply with Education Code Section 17215, as amended by AB 747).
 Heliport? ____ Yes ____ No

4. Hazards.

A. (Comply with ECS 17213.1, 17213.2) Comment on findings and recommendations of Phase I Environmental Assessment:

Was a Preliminary Endangerment Assessment required? ____ Yes ____ No

If yes, comment on findings and recommendations of the Preliminary Endangerment Assessment:

Was a response action (cleanup) required by the Department of Toxic Substances Control (DTSC)?

____ Yes ____ No Date of final determination letter from DTSC: _____ .

B. Comment on other safety issues affecting the site including but not limited to potential traffic hazards, proximity to railroads, hazardous waste disposal sites, pipelines carrying hazardous substances, and high voltage power lines. Discuss any necessary mitigation measures.

Appendix E (Continued)

5. Geological Hazards Report

(Comply with EC Section 17212)

Comment on Geological Engineering Site Report (including location in an Alquist-Priolo Zone or presence of a fault):

6. Regional Planning

A. (Comply with Public Resources Code Section 21151.2., 17273.)

Comment on planning commission's report:

B. (Comply with Public Resources Code Section 21151.8, ECS 17213)

Comment on the "Written Findings," adopted by the school district governing board pursuant to the proximity of the school site to any facilities within 1/4 mile of any facilities that emit hazardous air emissions or handle hazardous materials:

7. Community Planning

(Comply with EC Section 17070.90)

Comment on suitability of site for joint planning and development between school district and other agencies:

Comment on the availability of parks, playgrounds, and swimming pools: _____

8. Environmental Planning (Comply with CEQA of 1970 and Public Resources Code 21151.8)

Comment on status of Environmental Impact Report or Negative Declaration: _____

9. Surrounding Development

_____ Existing Residential

_____ Future Residential

_____ Industrial

_____ Commercial

_____ Agriculture

_____ Timberland

Other (identify) _____

Appendix E (Continued)

10. Adjacent Streets

_____ Dirt Road _____ Graveled _____ Paved
_____ Major Highway _____ Other (Identify) _____

Approximate distance from site to nearest suitable road:

11. Student Transportation and Safety

Approximate percentage of students requiring Bus Transportation: _____

Approximate percentage of students crossing major streets, railroads, or other dangerous hazards: _____

Has the district planned for a safe path of travel for students who walk or ride bicycles? __ Yes __ No

Comments _____

12. Topography

_____ Level _____ Sloping _____ Steeply Sloping

13. Soil

_____ Sandy _____ Hard Pan _____ Loam
_____ Adobe or Clay _____ Evidence of Rock _____ Serpentine Asbestos

14. Ground Cover

___ Bare ___ Pasture ___ Brush ___ Timberland ___ Orchard ___ Crops

15. Aesthetics

Comment on the general countryside, character of landscape, views, natural growth such as trees and ground cover, streams, lakes and so forth:

16. Utilities

Give approximate distance to nearest line of suitable capacity.

Gas _____ Water _____ Sewer _____
Electricity _____ Storm Drainage _____

Appendix E (Continued)

17. Site Development

Comment on any of the following which presents a cause for concern:

erosion control, drainage problems, special soil conditions, extensive
grading, removal of existing construction, expensive work required for
streets and sidewalks

18. Property Value

Approximate appraisal value of this site: \$ _____ per acre

(If hazardous material cleanup is required, the appraised value should reflect that of a “clean site”.)

19. Site Inspection

This site was visited on (date) _____ by the California Department of
Education and reviewed in the presence of the following officials:

_____	_____
_____	_____
_____	_____

Authorized District Agent's Signature and Title

Date

Appendix F

SFPD 4.03 School Site Certification



California Department of Education
School Facilities Planning Division

SCHOOL DISTRICT _____ COUNTY _____

SITE _____ OPSC#50/ _____

LOCATION OR CROSS STREETS _____

CERTIFICATION THAT:

The proposed site is suitable for educational purposes and is free from hazards which could be considered harmful to student and staff health and safety.

The district has complied with all applicable laws and policies associated with the acquisition of the site, including the following:

1. EDUCATION CODES:

- | | |
|-----------------------------------|---|
| 17211 | District governing board public hearing for the evaluation of the site based on the selection standards established by the State Department of Education pursuant to Education Code 17251(b). |
| 17212, 17212.5 | Investigation of prospective school site; inclusion of geological and engineering studies. |
| 17213 | Hazardous/solid waste/hazardous air emissions, etc. |
| 17213.1, 17213.2,
17210, 17268 | Phase I Environmental Assessment/ Preliminary Endangerment Assessment/
Hazardous materials. |
| 17215 | Proposed site within two miles of airport runway. |

2. PUBLIC RESOURCES CODES:

- | | |
|---------|--|
| 21151.2 | Notice to planning commission. |
| 21151.8 | E.I.R./hazardous waste disposal/solid waste site/hazardous air emissions/hazardous substance pipelines, etc. |

3. STATE POLICIES AND REGULATIONS:

State policies regarding location of school site relative to high voltage power transmission lines, high pressure gas lines, railroad tracks and special site conditions noted on the Field Site Review Form (SFPD 4.0) have been followed.

State Law and Policies regarding Environmental Assessment for toxic contamination have been followed.

To the best of my knowledge the above is true and correct.

Signature of Authorized Agent _____ Date _____

Type or Print Name and Title _____ Telephone Number _____

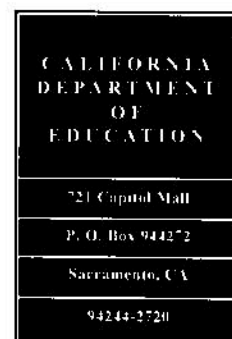
E-mail _____

Appendix G

Final Site Approval Letter



DELAINE EASTIN
State Superintendent of Public Instruction



March 27, 2000

**XYZ UNIFIED
SCHOOL DISTRICT**
500 W. X Street
X, CA 95XXX

RE: Example Middle
SW Corner of X Street
Acres: 15
County: Bucolic
Application No.: 50/XXXXX-00-Pending

Subject: Site Approval (SFPD Form 4.09)

Dear Superintendent:

The California Department of Education approves the acquisition, for school purposes, by your district of the parcel of property described on the attachment. This site meets the California Department of Education's standards for safety and educational adequacy (California Code of Regulations, Title 5, Section 14001 et seq. and Education Code 17251 (a), (b)). Please note the local governing board's responsibilities under Education Code Section 17212 and Public Resources Code Sections 21151.2.

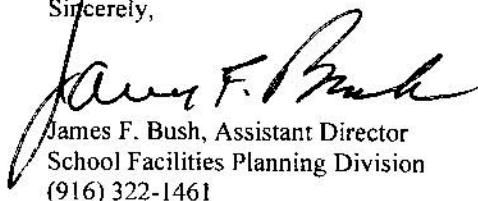
The property approved for acquisition is 15 gross acres of which 15 are usable for school purposes. The usable school site for this project is 100% of the recommended size as contained in the California Department of Education's "Guide to School Site Analysis and Development" (1966).


As required by Education Code 17072.12(b) and SAB Regulation 1859.75(b), for districts requesting state aid in site acquisition, the California Department of Education has certified that there are no district owned sites that are usable for this project.

A Phase I environmental review prepared pursuant to ASTM E-1597 has been prepared and no potential hazards have been identified.

This site approval is valid for a maximum of five (5) years from the date of this approval letter. However, if (1) construction has not been initiated within this five year period, or (2) prior to construction being initiated, changes take place within this five year period which would affect or alter the Department of Education's original approval, including but not limited, changes in surrounding land uses, the master plan capacity of the site and changes in code and/or regulations, the site may be subject to reevaluation using current standards in effect at the time of reevaluation.

Sincerely,


James F. Bush, Assistant Director
School Facilities Planning Division
(916) 322-1461


Sue Pendleton, Consultant
School Facilities Planning Division
(916) 322-0310

SP:cls

cc: Office of Public School Construction

Appendix H

Factors to Be Included in Geological and Environmental Hazards Report



California Department of Education
School Facilities Planning Division

I. Site Description

- A. Identify location by street name, lot number(s), or other descriptors that are site specific
- B. Description of site reconnaissance, including vegetation (describe type), and previous site usage.

II. Geological

A. *Seismic and Fault Hazard*

1. Whether the site is in Alquist-Priolo zone; whether it is situated on or near a pressure ridge, geological fault, or fault trace that may rupture during the life of the school building; and what the student risk factor is.
2. Locations and potential for ground shaking of nearby faults or fault traces. Discussion of field inspection and reconnaissance.
3. Known subsurface conditions based on existing subsurface explorations and/or literature review.

B. *Liquefaction Subsidence or Expansive Potential*

1. Discussion of subsoil condition relative to ground water and liquefaction potential.
2. Mitigating factors.

C. *Dam or Flood Inundation and Street Flooding*

1. Location of site in relation to flood zones and dam inundation areas.
2. If in flood zone, give year, type, and potential hazard.
3. Potential for sheet flooding, street flooding, and dam or flood inundation.

Appendix H (Continued)

D. *Slope Stability*

1. If located on or near a slope.
2. Discuss potential for instability and landslides.

E. *Mitigations*

Discuss mitigations and potential development of site as it relates to student safety and staff use.

III. Environmental (Where applicable)

A. *Health Hazards*

1. Describe the mitigation, if on or near hazardous or solid waste disposal, to ensure that the wastes have been removed prior to acquisition.
2. Discuss soils sample and underground water sample test results and, if toxics are present, the cleanup procedures.
3. Address the presence of asbestos if serpentine rock is present.
4. Identify facilities within one-fourth mile of the site that may emit hazardous air emissions. Provide air emissions test results and an analysis of the potential hazard to students and staff (written findings required).

B. *High Pressure Pipelines and Electric Transmission Lines*

1. Identify proximity to all high-pressure gas lines, fuel transmission lines, pressurized sewer lines, and high-pressure water pipelines within 1,500 feet of the proposed site; and identify supply lines other than gas lines to the site or neighborhood.
2. Identify all utility easements on or adjacent to the site and the kV capacity of the easement.

Appendix I

Reference to Codes

Code sections may be found on the web at www.leginfo.ca.gov/calaw.html. Click on the code you want and enter the section number.

Education Code

Education Code references pertaining to site selection can also be located at the SFPD Web site: www.cde.ca.gov/facilities/codes/edcoderef.html

17072.12	Assistance in site development and acquisition
17072.13	Evaluation of hazardous materials at a site
17210	Definitions in environmental assessment of school sites
17210.1	Application of state act; hazardous materials; risk assessments; compliance with other laws
17211	Public hearing for evaluation prior to acquisition in accordance with site selection standards
17212	Investigation of prospective school site; inclusion of geological and engineering studies
17212.5	Geological and soils engineering studies
17213	Approval of site acquisition; hazardous or solid waste disposal sites or hazardous substance release site; hazardous air emissions; findings (See also <i>Public Resources Code</i> Section 21151.8)
17213.1	Environmental assessment of proposed school site; preliminary endangerment assessment; costs; liability
17213.2	Hazardous materials present at school site; response action
17213.3	Education Department; monitoring performance of Toxic Substances Control Department; reports on amount of fees and charges
17215	Site near airport; requirements as amended by AB 727
17217	Manner of acquisition; school site on property contiguous to district
17251	Power and duties concerning buildings and sites
35275	New school planning and design

Note: Additional regulations for school sites and plans are set forth in the *California Code of Regulations, Title 5*.

Appendix I (Continued)

Public Resources Code

- 21151.2 School site proposed acquisition or addition; notice to planning commission; investigation; report
- 21151.4 Construction or alteration of facility within one-quarter mile of school; reasonable anticipation of air emission or handling of hazardous or acutely hazardous material; approval of environmental impact report or negative declaration
- 21151.8 School site acquisition or construction; approval of environmental impact report or negative declaration; conditions
(*Note: Public Resources Code* Section 21151.8 is similar to *Education Code* Section 17213. Districts must comply with both.)

Health and Safety Code

- 25220-25240 Land use

Appendix J

Walkability Checklist

How walkable is your community? Take a walk with a child and decide for yourself.

Everyone benefits from walking. But walking needs to be safe and easy. Print out this checklist, take a walk with a child, and use it to decide if your neighborhood is a friendly place to walk. Take heart if you find problems; there are ways you can make things better.

Getting started:

Pick a place to walk, such as the route to school, a friend's house, or just somewhere fun to go. Read over the checklist before you go, and as you walk note the locations of things you would like to change. At the end of your walk, give an overall rating to each question.

Then add up the numbers to see how you rated your walk.

Rating scale

- 1 = awful
- 2 = quite a few problems
- 3 = some problems
- 4 = good
- 5 = very good
- 6 = excellent

Appendix J (Continued)

	What you and your child can do IMMEDIATELY	What you and your community can do with more time
1. Did you have room to walk? <input type="checkbox"/> Sidewalks or paths started and stopped <input type="checkbox"/> Sidewalks broken or cracked <input type="checkbox"/> Sidewalks blocked <input type="checkbox"/> No sidewalks, paths, or shoulders <input type="checkbox"/> Too much traffic	Pick another route for now. Tell local traffic engineering or public works department about specific problems and provide a copy of the checklist.	Speak up at board/development meeting. Write or petition city for walkways. Gather neighborhood signatures. Make media aware of the problem.
2. Was it easy to cross streets? <input type="checkbox"/> Road too wide <input type="checkbox"/> Traffic signals made us wait too long or did not give us enough time to cross <input type="checkbox"/> Crosswalks/traffic signals needed <input type="checkbox"/> View of traffic blocked by parked cars, trees, or plants <input type="checkbox"/> Curb ramps needed or ramps need repair	Pick another route for now. Share problems and checklist with local traffic engineering or public works department. Trim your trees or bushes that block the street and ask your neighbors to do the same. Leave courteous notes on problem cars asking owners not to park there.	Push for crosswalks/signals/parking changes/curb ramps at city meetings. Report to traffic engineer on where parked cars are safety hazards. Report illegally parked cars to the police. Request that the public works department trim trees or plants. Make media aware of the problem.
3. Did drivers behave well? <input type="checkbox"/> Backed without looking <input type="checkbox"/> Did not yield <input type="checkbox"/> Turned into walkers <input type="checkbox"/> Drove too fast <input type="checkbox"/> Sped up to make traffic lights or drove through red lights	Pick another route for now. Set an example; slow down and be considerate of others. Encourage your neighbors to do the same. Report unsafe driving to police.	Petition for more enforcement. Ask city planners and traffic engineers for traffic calming ideas. Request protected turns. Ask schools about getting crossing guards at key locations. Organize a neighborhood speed watch program.
4. Could you follow safety rules? <input type="checkbox"/> Cross at crosswalks or where you could see and be seen. <input type="checkbox"/> Stop and look left, right, left before crossing. <input type="checkbox"/> Walk on sidewalks or shoulders facing traffic. <input type="checkbox"/> Cross with the light.	Educate yourself and your child about safe walking. Organize parents in your neighborhood to walk children to school.	Encourage schools to teach walking safety. Help schools start safe walking programs. Encourage corporate support for flexible schedules so parents can walk children to school.

Appendix J (Continued)

	What you and your child can do IMMEDIATELY	What you and your community can do with more time
5. Was your walk pleasant? <input type="checkbox"/> Needs grass, flowers, trees <input type="checkbox"/> Scary dogs <input type="checkbox"/> Scary people <input type="checkbox"/> Not well lit <input type="checkbox"/> Dirty, littered	Point out to your child areas to avoid; agree on safe routes. Ask neighbors to keep dogs leashed or fenced. Report scary dogs to the animal control department. Report scary people to the police. Take a walk with a trash bag. Plant trees, flowers, and bushes in your yard.	Request increased police enforcement. Start a crime watch program in your neighborhood. Organize a community clean-up day. Sponsor a neighborhood beautification or tree-planting day.
6. A quick health check. <input type="checkbox"/> Could not go as far or as fast as we wanted <input type="checkbox"/> Were tired, short of breath, or had sore feet or muscles	Start with short walks and work up to 30 minutes of walking most days. Invite a friend or child along. Replace some driving trips with walking trips.	Get media to do a story about the health benefits of walking. Call parks and recreation department about community walks. Encourage corporate support for employee walking programs.